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ABSTRACT

The listings in this bibliography on academic calendars in higher education include: books, monographs, handouts, faculty reports, general articles, essays, journalistic accounts, and empirical studies. The general bibliography is followed by an annotated section of particularly useful documents. In addition, there is a brief discussion of some workshops and conferences that have dealt with the subject of academic calendars, and of some sources that often contain useful information on the subject. Appended to this bibliography is a list of supplementary references through June 1970. (AF)

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ACADEMIC CALENDARS

A Bibliography

Selected References on Academic Calendars in Higher Education through December, 1969

Report of the
Committee on Academic Calendars
American Association of Collegiate Registrars and Admissions Officers
April, 1970

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HE002 412

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INTRODUCTION

Since the publication of AACRAO's The University Calendar in 1961, much has been happening with academic calendars in colleges and universities in the United States. The years have brought continuing exploration of the feasibility of year-round operation, the introduction of trimester plans, the rapid rise of short interim terms, the provision for "intermittent" student attendance under independent study and work-study, and the coordination of calendars not only among consortia but also among the public institutions of higher education throughout a single state.

As its report this year, the Committee on Academic Calendars of AACRAO is presenting here a bibliography to serve as a guide to the literature on academic calendars available through the year 1969. Very regrettably, there are available only a few research studies; analysis, discussion, and testimony are most frequently found. The listing contains a few references to elementary and secondary school calendars for comparison. A short second section presents brief annotations for some items thought by the editor to be particularly useful. However, no attempt was made to describe items that were not available to him first hand.

Many individuals have assisted with suggestions for bibliographic entries. The editor is particularly indebted to Professor Charles E. Angell of the College of the Ozarks, Dr. Clark H. Bouwman of Florida Presbyterian College, Dean Jack L. Armstrong of Macalester College, Dr. John M. Bevan of the University of the Pacific, Professor Paul S. Daum of New England College, and Robert W. McClew, Hanover College, Chairman of the 1968-69 AACRAO Committee on Academic Calendars.

The wide diversity of materials includes books, monographs, dittoed handouts, faculty reports with many appendices, general articles, essays, journalistic accounts, and empirical studies ranging from a single page to several hundred. A number are unpublished. For many of these, we have had to rely on secondary sources and our entries are not complete in all cases. Corrections and additions sent to members of the Committee would be most welcome. We hope you and your institution will find this compendium helpful in assessing your own and others' procedures for arranging learning throughout the year.

ADDITIONAL NOTES

Recently, conferences and workshops have played an important part in disseminating ideas and practices about calendar change, especially the 4-1-4 plan. In 1965, year-round operation was studied at a Conference at Converse College, Spartanburg, South Carolina. Many of the ideas of the interim term plan were explored at the Summer Workshop on Liberal Arts Education held at the University of Iowa by the North Central Association of Colleges and Secondary Schools, July 18 - August 12, 1967. Interested institutions sent representatives to the Bluffton College Interim Conference in April of 1968. In June 1968, Jamestown College in Jamestown, North Dakota, sponsored a 4-1-4 Conference as the colleges using this plan began to meet together with others studying similar proposals. On the first of March 1969, the 4-1-4 Conference met again at Chicago, another group met for a 4-1-4 Workshop at Moravian College in May, and in June of the same year, a 4-1-4 Conference Curricula Workshop was held at Florida Presbyterian College in St. Petersburg. Also, in 1969, the 4-1-4 Conference began issuing a Newsletter.

Many institutions interested in the 4-1-4 plan sent delegates to a meeting in Chicago February 28 - March 1, 1970, to share experiences, to participate in several workshops, and to organize their association formally into the 4-1-4 Conference. Inquiries may be addressed to Dr. Clark H. Bouwman, Coordinator of the 4-1-4 Conference, Florida Presbyterian College, St. Petersburg, Florida, 33733. A workshop conference is planned for June 1970, on the campus of New England College to prepare guideline documents for institutions planning a change to the 4-1-4 program. A listing of Interim Programs for January 1971, will be available from Dr. Bouwman in May 1970.

The North Central News Bulletin often carries articles and reports on calendar innovations. Liberal Education, The Educational Record, AACRAO's College and University, as well as College and University Business, The Saturday Review, and College Management carry articles and reports of specific institutions from time to time.

Listings of the nature of the academic calendar at each institution of higher education may be found in several sources. For example, Singletary, Otis A. (Editor), American Universities and Colleges, 10th Edition (Washington, D. C.: American Council on Education, 1968), the Higher Education Directory, Part 3, of the National Center for Educational Statistics, a variety of guides to American colleges, and the College Blue Book each indicate whether a semester, quarter, or some other calendar is used. One of the more valuable sources for information about specific dates for terms is the List of School Openings and Other Dates supplied yearly by the National Association of College Stores, Inc. (Oberlin, Ohio) However, we have as yet no yearly detailed audit of each institution's specific calendar type, nor do we know the yearly calendar changes among institutions of different kinds.

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SELECTED ANNOTATIONS

AACRAO Committee on the University Calendar. The University Calendar. American Association of Collegiate Registrars and Admissions Officers, 1961, reprinted 1964, pp 55.

A key publication both as analysis and as a summary of the academic calendars of colleges and universities in the United States in 1960. The major types are carefully described after a brief historical introduction; comparisons are made among semester, quarter, year-round, and irregular calendars; and factors in calendar planning are reviewed. One of the most useful features is the inclusion of illustrative case studies such as Dartmouth College's three-term, three-course calendar introduced in 1958-59 and the less successful year-round trimester calendar initiated in 1959-60 by Pittsburgh. This excellent AACRAO publication of 1961 by Warren Wells and his committee was reprinted in 1964 and copies are still available from the National AACRAO Office.

Angell, Charles E. A Study of the Origin and Development of the 4-1-4 Undergraduate College Program with Special Considerations for the Interim Term. Unpublished Doctor's Thesis. University of Arkansas, Fayetteville, 1969, pp 332.

Professor Angell's doctoral thesis provides an exceptionally complete and informative history of the development of the 4-1-4 calendar pattern. More than an historical narrative, however, it is rich in examples, analyses, and concrete details of interim term calendars and their allied curricula. The central section, covering some 135 pages, is a chronological arrangement of descriptions of seventy-seven colleges on the 4-1-4 or modified 4-1-4 plan. In addition, there are 29 appendices covering an additional 100 pages with a variety of lists and other materials of the 4-1-4 movement. It is hoped that Professor Angell will soon publish this as a book as his 1969 study is invaluable to an understanding of the varieties and possibilities of the Winter term academic calendar. (Available at present through University Microfilms, Ann Arbor, Michigan)

Armstrong, Jack L. An Interim Term Digest. St. Paul, Minnesota: Macalester College, October, 1969, pp 27.

Dean Armstrong of Macalester College gives a fairly complete listing of January interim term colleges as of

October 1969, their dates of initiating this pattern and the name of the contact person on each campus. Most helpful is his cross classification of institutions into those with A) voluntary programs, B) single-theme programs, C) different themes for each class, D) special programs for Freshmen with varied programs for others, E) primary emphasis on independent study, F) combinations of courses and independent study, and G) those on 4-4-1 or similar patterns.

Association of University Summer Session Deans and Directors. Year-Around Operation in American Universities. Boulder, Colorado: University of Colorado, 1963, pp 47.

This study of calendars of the large American universities having significant summer programs included 116 institutions with enrollments over 4,000. Summaries are given of appropriate and inappropriate reasons for year-round operation, included are tables of practice in the study year of 1962-1963, and as examples, the calendar plans for that year are presented of the University of Florida, Florida State University, University of Pittsburgh, Stanford University, the University of Washington, the University of California, University of Colorado, Harvard University, University of Illinois, University of Indiana, and the University of Michigan.

Stephen F. Austin State College. Final Report to the Coordinating Board, Texas College and University System, Standard Calendar and Student Loads Study. Nacogdoches, Texas: Stephen F. Austin State College and the Coordinating Board, March 1, 1968, pp 62.

An outstanding state study which contains not only a succinct summary of the advantages of semester versus quarter plans and a list of 28 aspects to be considered in calendar study, but also includes an extensive series of tabulations of calendar practices among the institutions of higher education in Texas. The study group recommended a standard calendar for all, calling for a basic semester system which completes the fall semester prior to Christmas and provides a summer session of 12 weeks. An interesting appendix reproduces the responses of accrediting associations to the request for definition of a semester hour. A thorough and comprehensive report.

Bevan, John M. The Interim Term: Its History and Modus Operandia. The Library-College Journal, Summer, 1969, 2 (3), 11-24.

A very readable recent review of the development of the interim term academic calendar with attention to its varieties. Dr. Bevan provides examples from several institutions, particularly Florida Presbyterian College. His authoritative article includes a useful sampling of the problems arising out of

the interim term as well as some interesting interpretations of the reasons for adoption of the 4-1-4 plan.

Blackburn, Robert T. Consortia and Interim Terms, Academe as a Social System, and the Future of Liberal Arts Colleges. North Central News Bulletin, October, 1968, 28 (1), 2-21.

Professor Blackburn provides some far-ranging and provocative speculation on why Faculty of liberal arts colleges may vote to adopt interim terms.

University of California. Consideration of Year-Round Operation and the Calendar. University Bulletin, March 8, 1965, 13 (27), Supplement, 149-175. (Berkeley, California: University of California) See also earlier issues dated: February 27, May 27, July 1 (and Appendix 5), November 18, 1963; March 1, June 8, July 6, 1964.

As a special supplement to the University Bulletin, the University of California system brought together the chronology of their considerations of year-round operations and reprinted many of the memoranda and resolutions from June 1957 through September 1964. A particularly careful history of the development of the discussion with essential documents.

University of California at Berkeley. Year-Round Operation at Berkeley, Background and Implementation. Berkeley, California: University of California, Office of Institutional Research, October, 1968, pp 119. See Suslow, Sidney and Riley, Michael J.

Year-Round Operation. College and University Business, 1965, 39, 49-61. (A special review by five authors.)

Most of these illuminating papers were adapted from the Conference on Year-Round Operation in Higher Education at Converse College, Spartanburg, South Carolina in 1965. Algo D. Henderson summarizes the step-by-step administration planning, while Elmer Jagow shows how year-round operation may increase some costs such as maintenance and salaries despite the expectation of savings from increased plant utilization. Paul Vonk encourages the understanding of year-round operation from the faculty's point of view and Thomas G. Shuler notes the wide variety of options that could be made available to students under various calendars. The effects of year-round calendars upon curricula are explored by Hilda Jones. (In the accompanying bibliography, entries are made under individual author.)

Colorado College. The Colorado College Plan. Colorado Springs, Colorado: Colorado College, 1969. (pamphlet)

This revolutionary calendar proposed for 1970-71 allows for 9 successive blocks of 3 or 3½ weeks separated by 4½-day breaks. "Through the use of modern scheduling procedures, courses of differing lengths and formats will be offered at

all times of the academic year to provide increased versatility in academic planning..... Typically, a student will take only one course at a time."

Dickens, R. L. and Ballantyne, R. H. Year-round Operation. Educational Record, 1966, 47, 467-473.

These authors report on the conference held at Converse College, Spartanburg, South Carolina, March 31 - April 2, 1965, on year-round operation. Considered in a brief essay are the increasing number of students, possibilities for acceleration toward degrees, economics of this sort of operation, effects on quality of education, changes affecting the faculty, and possibilities for innovation. Dickens and Ballantyne suggest that year-round operation is a very substantial change and one which seems far better introduced gradually than abruptly.

Easton, Elmer C. Year-Round Operation of Colleges. Engineering Research Bulletin, 1958, 41, pp 38. (New Brunswick, New Jersey: Rutgers, the State University)

An unusual presentation with quantitative models showing certain effects of a variety of year-round operations against the standard two-semester system. Making various assumptions concerning enrollments, teaching loads and research loads, Dean Easton calculates the results of different admission dates throughout the year. With the assumptions made in the models, some advantage is found for a year-round plan in which students are in attendance for two semesters and off for one; new students being admitted three times a year.

Five-College Long Range Planning Committee. The Four-One-Four Calendar, in Five College Cooperation, Directions for the Future. Amherst, Massachusetts: University of Massachusetts Press, 1969, 100-107.

In this chapter from a recent planning report for the consortium consisting of Amherst College, Mount Holyoke College, Smith College, the University of Massachusetts, and the newly established Hampshire College, 4-1-4 is proposed for consideration as a common calendar. Of added interest in view of the original proposal in the "New College Plan" by four of these same institutions in 1958, (a document sometimes credited as the initial presentation of an interim January term).

Hayward, Sumner C. Traditional and Newly Emerging Approaches to Year-Round Operation. Liberal Education, May, 1966, 52 (2), 218-228.

After contrasting two gradually evolving approaches to year-round operation of institutions of higher education which

he designates the "traditional" and the "newly emerging," Professor Hayward introduces a novel year-round plan of operation involving the use of two extended field terms. His series of 32 forthright comments on his proposed plan and on year-round operation in general are helpfully provocative.

Hayward, Sumner C. Variations on the Theme: Interim Term. North Central News Bulletin, December, 1966, 26 (3), 11-21

Professor Hayward advances the thesis that interim terms and field terms are not qualitatively different but are simply quantatively different versions of one another. Using five basic kinds of calendars in progression from the shorter interim term program to the longer field term plan of operation, he clarifies the purpose and characteristics of interim calendars, including a helpful diagram to enhance comparisons.

Jamestown College. Proceedings of the 4-1-4 Conference, June 20-22, 1968. Jamestown, North Dakota: Jamestown College, 1968.

The series of papers presented at this 4-1-4 conference is marked by Clark Bouwman's explorations of the possibilities for international education in the mid-winter term, D. L. Pennabecker's review of the single unit approach at Bluffton College, and Jamestown College's interim program which provides for psychology students living and participating in a psychiatric hospital eight hours a day, five days a week during the month of January.

McClew, Robert W., et al. Interim Versus Single Spring Schedules - A Dialogue on Uneven Calendars. College and University, Summer, 1969, 44 (4), 535-542.

Two examples of the long-short-long (interim) calendar are provided in this presentation by the University of Redlands (4-1-4) and Gustavus Adolphus College (4-1-4). In contrast, the long-long-short (single Spring) pattern is represented by the 4-4-2 plan of the Western College for Women and by the 3-3-1 plan of Hanover College. Mr. McClew also supplies a tabulation into semester, quarter, trimester, 4-1-4, 3-3, and "other" calendars of the 1719 accredited colleges and universities listed in the September 1968 issue of Accredited Institutions of Higher Education (ACE).

McCune, Shannon, et al. The New College Plan, Amherst, Massachusetts: University of Massachusetts, 1958, pp 55.

When the Committee of one faculty member each from Amherst College, Smith College, Mount Holyoke College, and the University of Massachusetts drew up its plan for a new college in 1958, it included "a month-long mid-winter term after the Christmas vacation, during which the whole college

would join in studying two courses which would provide a common intellectual experience." This initial report explored the possibility of creating a fifth institution in the area which would provide education of the highest quality at minimum cost per student. On pages 24 through 26, description and rationale for the mid-winter term are developed.

University of Michigan. University Calendar Study Committee. Report of the University Calendar Study Committee. Ann Arbor, Michigan: University of Michigan, June 19, 1958, pp 80. (offset)

This comprehensive examination of factors in university calendars with extensive data from Michigan colleges and universities contains both historical information and discussion of a variety of factors interacting with calendars such as time interval between semesters, variation among institutional units, time for examinations, grading papers and determining grades. In this very useful source, the recommendation was for Michigan to remain on the two-semester calendar for the few years following 1958, with added study to follow.

University of Michigan. Report of the Commission on Year-Round Integrated Operation. Ann Arbor, Michigan: University of Michigan, May 15, 1961.

Another careful Michigan study ends with the recommendation for the first term ending before Christmas, the second term concluding in early May, and a third term beginning in May and ending in August. Considerable consideration is given to "split third-term" plans. Illustrative calendars and helpful contrasts among the basic calendar systems are presented.

Nelson Associates. Increasing College Capacity by Calendar Revision: A Report to the State University of New York. White Plains, New York: Nelson Associates, June, 1961, pp 145.

This study of the academic calendar by Nelson Associates, management consultants, brings together two studies: the first relating to Harpur College, Broome Technical Community College, the College of Education at Oswego, and the Upstate Medical Center; the second relating to the eleven colleges of education. These analytic studies offer alternate numerical approaches to year-round operation with emphasis on acceleration, student census, specialization, and phasing into a year-round calendar.

New Hampshire College and University Council. Decade for Decision, A Common Calendar, Interim Term. Manchester, New Hampshire: New Hampshire College and University Council, 1969, pp 158.

Prepared for the New Hampshire Consortium of Colleges and Universities, this extensive report is particularly rich in concrete examples and samples of materials. It recommends a 4-1-4 program for this group of New England institutions and includes extensive descriptions of goals and features of several model interim programs.

Rossmann, Jack E. Student and Faculty Attitudes Toward the Interim Term: An Evaluation of Curricular Innovation. Liberal Education, December, 1967, 53 (4), 540-547.

Professor Rossmann is one of the first to supply quantitative data on the reception of the interim term. He describes the results of questionnaires to several hundred students and over 90 faculty in each of four years to the interim term at Macalester College which "seems to have met students' desires for curricula relevance and flexibility and achieved basic faculty approval."

Sagoff, Sare E. and White, Robert K. (Editors). Time and Space in Educational Planning. (Proceedings of a NEBHE Workshop on Institutional Research, June, 1964.) Burlington, Vermont: University of Vermont, Office of Institutional Research, 1965, pp 68.

This report of a 1964 conference on academic administration and institutional research of the New England Board of Higher Education contains a high proportion of articles relating to academic calendars. In the summary of Professor Stickler's address on "The Year-round Calendar in Operation: Status, Trends, Problems, and Future," one of our most experienced observers catalogs the advantages and disadvantages of year-round calendars. Brief sections follow by Edison Montgomery, the Assistant Chancellor for Planning at the University of Pittsburgh on the trimester system there, by William K. Selden, the Executive Director of the National Commission on Accrediting, and by Professor Thomas F. Magner speaking from the faculty point of view concerning the term system. Professor Dorothy C. Goodwin presents the case against the trimester system while Owen B. Durgin, then Registrar at the University of New Hampshire, raises some general questions about time and space. Although the selections are quite short and do not contain specific data, provocative and sharp questions are raised.

Salomon, Roger B. and Whitman, Donald R., et al. Pending Calendar and Curricular Proposals, Second Report. Cleveland, Ohio: Case Western Reserve University, February 5, 1969, pp 31.

A carefully developed 4-1-4 calendar proposal for Case Western Reserve University provides one of the most recent and comprehensive joint faculty reports. Moreover, Case Western Reserve University may be the largest institution to date to adopt the interim term plan.

Schoenfeld, Clarence A. and Schmitz, Neil. Year-Round Education. Madison, Wisconsin: Dembar Educational Research Services, Inc., 1964, pp 111. (Reprinted 1967, 1968)

This general and extended discussion of year-round operation includes not only the college and university but elementary and secondary schools as well. Incorporated is an address on year-round operation by Dean John R. Little to the North Central Conference on Summer Schools in 1963. Some of the material in the book is now out of date but many of the broad principles are still helpfully applicable.

Stickler, W. Hugh. The College Calendar: What Kind of a School Year? in Baskin, Samuel (Editor), Higher Education: Some New Developments. New York: McGraw-Hill, 1965, 223-245.

Clearly, the school year favored by Stickler in this chapter in Baskin's provocative book is a year-round one. This strong case for the year-round calendar is presented vigorously by Stickler although the intensive and extensive studies he favors are yet to be carried out.

Stickler, W. Hugh and Carothers, M. W. The Year-Round Calendar in Operation. SREB Research Monograph, 1963, No. 7, pp 77. (Atlanta, Georgia: Southern Regional Education Board)

This research monograph from the Southern Regional Education Board is best looked upon as a progress report of 1963. At that time, many of the plans for year-round calendars were relatively new and had come merely to the blueprint stage. Nonetheless, the case studies from a number of campuses are most helpful in understanding the growth of the notion of year-round operation in historical perspective.

Stickler, W. Hugh and Thomas, Richard. The Trend in Calendars: Academic Calendars are Changing Rapidly, But Does the Trend Indicate Educational Merit or Mystique? College and University Business, October, 1969, 76-77.

Utilizing the Education Directory, Part 3, Higher Education, the authors summarize the numbers of institutions employing semester, quarter, trimester, and other academic calendars for the years 1956-57, 1962-63, and 1968-69. Contrasts between public and private institutions are given along with major trends and examples of the increasing variety of patterns.

Suslow, Sidney and Riley, Michael J. Year-Round Operation at Berkeley, Background and Implementation. Berkeley, California: University of California, Office of Institutional Research, October, 1968, pp 119.

"A systematic and cohesive record...of the background implementation of year-round operation at Berkeley." After

a comparison of the semester-summer session plan, the quarter plan, and the trimester plan, an historical summary of the development of year-round operation at Berkeley is given. Most interesting is the section on actual implementation beginning in 1966, with the headings of curriculum revision, space utilization, student advising, and summer quarter implementation. Another valuable section cites original objections prior to the implementation, and then evaluations of the strength of each objection after implementation had taken place. Also included are 1967 and 1968 summer quarter enrollment statistics and attitudinal measures from the 1968 students.

Tickton, Sidney G. The Year-Round Campus Catches On. New York: The Fund for the Advancement of Education, January, 1963, pp 48.

Prepared at the end of 1962, when most of the plans for year-round operation were relatively new, Tickton's discussion has a rather optimistic tone favoring year-round operation. Most of the pamphlet is devoted to appendix tables giving an inventory of data on year-round plans at 40 colleges and universities whose administrators saw their calendars as a means of encouraging students to attend year round.

Webb, David C. Year-Round Operation of Universities and Colleges. Montreal: Canadian Foundation for Educational Development, 1963, pp 73.

An exceptionally complete research report on the practices and problems of year-round calendar systems is given in this 1963 publication. Comparisons of the Canadian and United States systems are included although most of the references are from U. S. studies. Fully equipped with extensive references and summaries of previous studies, this is a most helpful document, if it is remembered that it appeared just before some of the less positive evidence on University of Pittsburgh year-round operation began to be available.

Wilkes College. Academic Calendars in Pennsylvania Colleges and Universities. Wilkes-Barre, Pennsylvania: Wilkes College, 1966, pp 30.

Covering some 87 colleges and universities in the State of Pennsylvania, this 1966 summary of responses to a questionnaire gives useful tables showing the variety of lengths of semesters, registration periods, instructional weeks, reading periods, length of class periods, length of examination periods, time intervals between semesters and the like for this state's sample.

Supplementary References Through June, 1970

to accompany:

ACADEMIC CALENDARS - A BIBLIOGRAPHY

(Report of the AACRAO Committee on Academic Calendars;
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